**Literacy and Justice for ALL**

**Wares Ferry Road Elementary School**

***Reflect & Review***

***What have we done?***

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|  | System of Meaning | System of Language | Formative Assessment | ***What have we learned?*** |
| Collaborative Leadership | \* Turn Around Trainings and individual conferences with teachers and students produced a new level of meaning concerning student data profiles. | \* Reading coach tried to work with leaders to ensue good professional development to support students as teachers learned more about their practices and what the system of language is. | \* Personal and group PD on formative and summative testing and how both support each other when creative data profiles on students. Anecdotal records took on a new meaning. | \* Working as a team produces more success than working alone. |
| Assessment | \* A variety of assessments are needed to understand the students system of meaning: student participation, active engagement, teacher observation, anecdotal records, teacher made test…. | \* Students should be able to explain and summarize their understanding of skills taught. In Tier III sessions I like to ask the students, “What skill did you learn today in reading and what does it mean to you?” | \* Well thought out plans that integrate formative assessments and student conferences. Teachers have to be cognizant of how questions are worded on the test and form their on prep questions in like manner. | \* Data drives instruction but never takes the place of child centered learning experiences. Data must be used as the support for continued success. |
| Effective Instruction | \* Chunk lessons in increments that students can follow (10 – 15 minutes with well worded questions pausing to allow student reflection | \* Practice using strategic lessons with students that provide TWIRL activities to help students remember information. Design lessons with Before, During, and After activities | \* Student conversations with the teacher and each other would go a long way. If students are talking about a particular questions in pairs or groups, the teacher must drop and listen and keep students on track. | \* Use TWIRL to help students use all modalities to store information in the best way possible |
| Professional Development | \* All teachers would be presented with Literacy and Justice for all Turn Around training. | \* Emphasis should be placed on effective practices to develop skillful readers by improving knowledge, skills, and practices in the areas of formative assessments | Teachers need to empower themselves with as many strategies as possible to meet student needs. This can be catapulted through turn around training, the coaching cycle and conversations. | \* Students learn in many different ways and we must be prepared to meet those needs. We cannot keep doing things the same way if we expect different results. |
| Intervention | \* During small groups, know your students so well that each group is a priority. TIER II and TIER III can keep digging until root causes of failure are discovered and rooted out. | \* Preload struggling readers with reading vocabulary ,develop their background knowledge, and motivate them through every means. | \* Use classroom observation, anecdotal records, motivation and parent conferences to address student needs. | \* Planning for, intervening in, and assessing for success works. Teachers must know a plethora of intervention strategies. |

***One question we have about assessment is …..How do we convince teachers that students need TWIRL, student conversations, well-worded questions, and think time on a daily basis? AND that all this can begin when planning for instruction?***